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ABSTRACT

This annotated bibliography focuses on principles of culturally competent systems of care for children and youth with serious emotional disabilities and their families. A primary concern is the application and comprehension of a cultural competence model developed by the Child and Adolescent Service System Program (CASSP). The CASSP model requires that behavioral and programmatic changes be manifested in professional and agency attitudes, practices, policies, or structures. The bibliography is divided into five sections that correspond to basic principles of the model: self-assessing one's own cultural behavior, understanding the dynamics of difference, valuing diversity, adapting to diversity, and incorporating cultural knowledge. For each journal article, book, or monograph listed, an abstract and bibliographic documentation are provided, along with information on applicable principles of the model, the target population or audience, and applicable disciplines. (SW)

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An Introduction to Cultural Competence Principles and Elements

An Annotated Bibliography

Mutlicultural Initiative Project

Research and Training Center on Family Support
and Children's Mental Health
Portland State University

EC 304 102

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An Introduction to Cultural Competence Principles and Elements

An Annotated Bibliography

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INTRODUCTION

This document was designed to help professionals who are dealing with the delivery of health and human services to culturally and racially diverse populations. In particular it is intended to assist in the development of culturally competent systems of care for children and youth with serious emotional disabilities and their families. With respect to that intention, the application and comprehension of the Child and Adolescent Service System Program (CASSP) cultural competence model (Cross, Bazron, Dennis, & Issacs, 1989) is of primary concern.

The CASSP model, which appeared in *Towards a Culturally Competent System Of Care, Vol. 1*, (Cross, et al., 1989) has been widely disseminated to and considered by many social and human service professionals. The concept is rooted in five primary principles: valuing diversity, self-assessing one's own cultural behavior, accessing cultural knowledge, understanding the dynamics of difference, and adapting to diversity. What distinguishes cultural competence from earlier models of sensitivity and awareness is the emphasis on behavior. Specifically, the model requires that behavioral and programmatic changes be manifested in professional and agency attitudes, practices, policies, or structures.

Cultural competence is a developmental process. Those who apply themselves to culturally enriching experiences can become more culturally competent over time. This is an ongoing concern because culture is a dynamic phenomenon which can flex and shift based on contextual circumstances. Becoming familiar with a culture at one point in time is no guarantee that one will remain knowledgeable over time. Thus, culture must be approached as any other body of knowledge; that is to say, one must stay abreast of current research, theory and practice or competency may wane.

Supporting the goal of cultural competence must be a value base which incorporates 1) a rationale for engaging in cultural competence, 2) procedural information for addressing issues which may arise when applying the model, and 3) a commitment to increasing beneficial services to children and families, communities and organizations. Moreover, the value base acknowledges that different groups have different issues. There is no singular, all-encompassing multicultural intervention.

A precursor to behavioral and programmatic changes is a better understanding of diverse cultures and the ways in which these cultures clash or mesh with predominant belief systems. For example, for some cultural or ethnic groups, language will be a barrier; for others, income or education will be deterrents. Issues of trust or historic conflicts can also be barriers to receiving effective services.

The drive for cultural competence should be viewed as a vehicle to heighten concern for diversity beyond cultural groups of color. One analogy to this effort may be the Great Society movement and its unintended yet desirable outcomes for many non-ethnic cultural groups (e.g., women, people with disabilities, sexual and religious minorities). Thus, one benefit of considering the use of the cultural competence model is that it may result in greater professional

and organizational sensitivity to cultural differences in the broadest sense.

To become culturally competent requires a serious commitment. It should not be approached lightly, but with a sense of mission which recognizes both the impact on consumers as well as the benefits to the professional.

Although this bibliography is brief, it is intended for a broad audience. It represents an initial attempt to exhibit articles, books, and monographs which exemplify various aspects of the cultural competence model. The goal is to help professionals better operationalize the principles, elements, values, and general spirit of the model. It should prove helpful in writing policy, developing standards and measures and facilitating greater understanding of the various cultural groups, the associated service delivery issues, and ways in which professionals and programs can become more responsive to the needs of culturally diverse children, families, and communities.

CULTURAL SELF ASSESSMENT

CULTURAL SELF-ASSESSMENT

Carter, R. T., & Helms, J. E. (1990). White racial identity attitudes and cultural values. In J. E. Helms (Ed.), *Black and white racial identity: Theory, research, and practice* (pp. 105-118). New York: Greenwood Press.

Other Application: Valuing Diversity

Population: White; Dominant culture

Discipline: Psychology; Mental health; General social and human service professionals

Abstract:
This chapter describes attitudes about the dominant cultural group rather than focusing on ethnic group membership. Past research focuses on whites' views of African Americans, and not on whites' views of themselves as "racial beings." The author describes values and attitudes associated with membership in the mainstream culture and shows how many fail to recognize or develop an awareness and/or appreciation of their cultural heritage as white Americans.

Corvin, S. A., & Wiggins, F. (1989). An antiracism training model for white professionals. *Journal of Multicultural Counseling and Development, 17*(3) 105-114.

Other Application: Dynamics of Difference

Population: Professionals who have adopted dominant culture thinking

Discipline: White professionals; Adaptable for various disciplines

Abstract:
The authors discuss existing models of cross-cultural training. They add a dimension to the training process that is often overlooked--white trainee exploration of their own racism, prejudices, and biases. Stages of white identity development are discussed. The training process and goals are also examined. The Anti-Racism Training Model provides a framework for the first step in multicultural training for white professionals.

Green, J. W. (Ed.). (1982). *Cultural awareness in the human services.* Englewood Cliffs, NJ: Prentice-Hall, Inc.

Other Application: Dynamics of Difference; Valuing Diversity

Population: Multicultural

Discipline: Social service educators; Mental health; Education

Abstract:
This book presents a transactional approach to ethnicity focusing on the relationship between individuals who identify themselves as part of an ethnic group and a part of the larger dominant society. Individual ethnic identity is perceived as an ongoing process which changes according to the situation. Therefore, workers and practitioners must have accurate perceptions of the ways in which clients manage ethnicity in a variety of relationships. Social workers and social service agencies may act as cultural brokers, mediating and facilitating intercultural transactions. Several program descriptions are offered as examples.

The author suggests that social service systems may benefit from insights developed by sociologists. The transactional approach is based on a division between professional and client culture. Examples for applying the model are offered within several distinct cultural settings.

Harris, P. R., & Moran, R. T. (1987). *Managing cultural differences* (2nd ed.). Houston: Gulf Publishing Co.

Other Application: Dynamics of Difference, Valuing Diversity

Population: Multicultural

Discipline: Business administration; Management; Social services; Mental health; Administrative levels

Abstract:
This book is a balance of theory and models as well as research results and practical guidelines. It contains critical incidents, case studies, self-assessment tools, figures, and tables. A chapter is devoted to management resources for global professionals including instruments for data-gathering and analysis, a directory of relevant intercultural or international organizations and media publications. Also included is a 92-question survey for

the professional regarding working abroad. The survey covers five areas of concern: 1) pre-deployment area; 2) overseas position and company policies; 3) international living; 4) rating scale on successful expatriate qualities; and 5) family pre-departure checklist.

The authors also describe the Intercultural Relations Inventory (IRI) as a culture contrast exercise that permits the respondent to compare another culture with his/her own using nine major dimensions. Respondents analyze problems which may occur as a result of cultural differences. The authors also recommend this inventory to be used as a learning experience in a small group situation though the inventory is computed on an individual basis.

Helms, J. E. (1990). Introduction: Review of racial identity terminology. In J. E. Helms (Ed.), *Black and white racial identity: Theory, research, and practice* (pp. 3-8). New York: Greenwood Press.

Other Application: Valuing Diversity; Dynamics of Difference

Population: White; Dominant culture

Discipline: Human services; Administration

Abstract:
The author discusses the definition of racial identity and how people determine their own and other's race. The author also discusses racial consciousness and common terminology. An overview of the remainder the book is also outlined in this chapter.

Helms, J. E. (1990). An overview of black racial identity theory. In J. E. Helms (Ed.), *Black and white racial identity: Theory, research, and practice* (pp. 9-32), New York: Greenwood Press.

Other Application: Valuing Diversity

Population: African American adults

Discipline: Multidisciplinary

Abstract:
In this chapter, the author discusses theories and models of black racial identity. The author discusses the Client As Problem (CAP) perspective as an attempt to explain intra- and inter-

racial dynamics. Racial identity theory is introduced and briefly explained generally as a black (or person of color) or white person's identifying or not identifying with the racial group with which he or she is generally assumed to share racial heritage. The Nigrescence Racial Identity Development (NRID) is also introduced and explained.

Helms, J. E., & Carter, R. T. (1990). Development of the white racial identity inventory. In J. E. Helms (Ed.), *Black and white racial identity: Theory, research, and practice* (pp. 67-79). New York: Greenwood Press.

Other Application: Dynamics of Difference; Valuing Diversity

Population: White; Dominant culture

Discipline: Psychology; Mental health; Social and human services

Abstract:
The author discusses the White Racial Identity Attitude Scale (WRIAS) as an assessment of attitudes related to five stages of white racial identity development. The five stages which are examined are: 1) contact; 2) disintegration; 3) reintegration; 4) pseudo-independence; and 5) autonomy.

Helms, J. E. (1990). Counseling attitudinal and behavioral predispositions: The black/white interaction model. In J. E. Helms (Ed.), *Black and white racial identity: Theory, research, and practice.* (pp. 135-144) New York: Greenwood Press.

Other Application: Valuing Diversity, Dynamics of Difference

Population: White; African American

Discipline: Counseling

Abstract:
The author notes that individuals at different stages of racial consciousness generally enter counseling relationships with different attitudinal and behavioral predispositions. The author goes on to reveal that the manner in which those predispositions are expressed depend on many factors including the person's race and racial attitudes, and the perceived racial attitudes of the counselor. Counselor and client predispositions associated with the various

stages of racial consciousness are explored in this chapter.

Helms, J. E. (1990). Applying the interaction model to social dyads. In J. E . Helms (Ed.), *Black and white racial identity: Theory, research and practice* (pp. 177-186). New York: Greewood Press.

Other Application: Dynamics of Difference

Population: African, American; White (dominant culture)

Discipline: Counselor; Education

Abstract:
The author examines social interactions between dyads where participants differ in perceived power or social status, and how these roles affect the relationship. Two tables are shown demonstrating various combinations of relationships based on racial identity.

Ho, M. K. (1992). *Minority children and adolescents in therapy*. Newbury Park: Sage Publications.

Other Application: Valuing Diversity; Dynamics of Difference

Population: Multicultural

Discipline: Mental health; Counseling

Abstract:
The primary purpose of this book, according to the author, is to provide theory specification, integration, and systemization for clinical assessment and treatment of culturally diverse children and adolescents from the four major cultural groups in America: 1) Asian and Pacific Islanders; 2) American Indians and Alaskan natives; 3) Hispanic Americans; and 4) African Americans. This is an excellent resource for addressing issues of culturally appropriate interventions and service delivery when working with adolescents of color and their families.

Itzkowitz, S. G., & Petrie, R. D. (1988). Northern black urban college students and the Revised Student Developmental Task Inventory. ***Journal of Multicultural Counseling and Development, 16*****(2), 63-72.**

Other Application: Adaptation to Diversity

Population: African American

Discipline: Education

Abstract:
This article discusses research involving northern black college students from five institutions on the Revised Student Developmental Task Inventory (SDTI-2). This is a self-reported inventory designed to assess psychological development on mastering three tasks: 1) autonomy; 2) purpose; and 3) mature interpersonal relationships.

LaFramboise, T. D., Coleman, H. L. K., & Hernandez, A. (1991). Development and factor structure of the Cross-cultural Counseling Inventory - Revised. ***Professional Psychology: Research and Practice. 22*****(5), 380-388.**

Population: Multicultural

Discipline: Mental health counselors

Abstract:
This article describes an instrument used as an aid in assessing the counselor's ability to work effectively with clients from diverse racial/ethnic groups. The counselor is evaluated in three areas: 1) cultural awareness and beliefs; 2) cultural knowledge; and 3) specific cross-cultural skills.

Lefley, H. P., & Pedersen, P. B. (1986). ***Cross-cultural training for mental health professionals.*** **Springfield: Charles C. Thomas.**

Other Application: Adaptation To Diversity; Dynamics of Difference; Valuing Diversity, Incorporation of Cultural Knowledge

Population: Multicultural

Discipline: Psychology; Counseling; Mental Health

Abstract:
The authors discuss cultural perceptions of mental disorder, attitudes toward the orthodox mental health system, and availability of alternative healing modalities as factors in service utilization and subsequent effects on epidemiological pattern. The authors also discuss the different cultural strengths and adaptive strategies that may be enlisted in treatment. The rationale for cross-cultural training is discussed. The Developing Interculturally Skilled Counselors (DISC) Project is described. This three-stage training model for mental health professionals focuses on awareness, knowledge, and skill. The author includes a description of the model, its developmental history, rationale, curriculum, and the outcome of the projects. In addition to the training model, a comprehensive evaluation for the transfer of training to practice is included.

Leong, F. T. & Kim, H. H. W. (1991). Going beyond cultural sensitivity on the road to multiculturalism: Using the Intercultural Sensitizer as a counselor training tool. ***Journal of Counseling and Development. 70,*** **112-118.**

Other Application: Adaptation to Diversity; Valuing Diversity

Population: Multicultural

Discipline: Counselors; Educators; Supervisors; Trainers

Abstract:
The authors discuss the need for counselors to be competent in the following three areas: 1) beliefs/attitudes; 2) knowledge; and 3) skills. They briefly describe other counselor training models including the Multi-faceted Approach (MA), Developing Interculturally Skilled Counselors (DISC) program, Cross Cultural Dyadic Encounter (CCDE) and Cultural Attitudes Repertory Technique (CART). A comprehensive intercultural sensitizer for counselors is recommended.

McRae, M. B., & Johnson, S. D. (1991). Toward training for competence in multicultural counselor education. ***Journal of Counseling and Development. 70,*** **131-135.**

Other Application: Valuing Diversity

Population: Multicultural

Discipline: Multidisciplinary

Abstract:
The authors review literature on multicultural education and cite training models in terms of their focus on sensitizing counselors to cultural difference. An emphasis is placed on the assessment of counselor trainees' own cultural values and attitudes, the therapeutic relationship between counselor and client, and the application of cultural knowledge in counseling sessions.

Meinhardt, K., & Vega, W. (1987). A method for estimating underutilization of mental health services by ethnic groups. ***Hospital and Community Psychiatry, 38*****(11), 1186-1190.**

Other Application: Adaptation to Diversity

Population: Multicultural

Discipline: Counseling; Mental health

Abstract:
Most studies of service utilization have used parity to determine whether ethnic groups are receiving a fair share of services. The level of services is assumed to be adequate if the percentage of a particular group's utilization of services is equal to the percentage of that group in the general population. However, service planning based on parity fails to consider different levels of need among these groups. The authors describe a method for projecting service needs of minority groups based on population data and sample surveys. The results help define equitable service goals for all population groups.

Milliones, J. (1980). Construction of a black consciousness measure: Psychotherapeutic implications. ***Psychotherapy: Theory, Research and Practice, 17*****(2), 175-182.**

Other Application: Adaptation to Diversity

Population: African Americans; African American students; May be adapted for other cultural groups

Discipline: Psychotherapy; Counseling; Mental health

Abstract:
The purpose of this study was to construct an instrument that would be sensitive to the various transformations of "black consciousness." Empirical, theoretical, autobiographical, and biographical literature suggest there are four relatively distinct stages or phases of black consciousness: 1) preconsciousness; 2) confrontation; 3) internalization; and 4) integration. Items were written for each of these domains and administered to 160 black male freshman and sophomore college students. The Developmental Inventory of Black Consciousness (DIB-C) was then analyzed by using a sequentially organized psychometric strategy of item discrimination, test of homogeneity, social desirability, and differential validity. In addition, a construct validations study was performed using the Nadanolitization Scale, which measures the degree of internalization by blacks of stereotypes that whites have typically held towards blacks. Results showed 65 items remaining for the DIB-C following the sequential analysis. The article documents the developmental process of racial pride awareness. The DIB-C measures the extent to which racial/cultural stereotypical attitudes are internalized by the individual.

Developed for African Americans, this approach may be adaptable to other cultural groups. The DIB-C may provide a framework for assessing client issues and modes of intervention. This Inventory may be used with other research tools to determine the most appropriate services for a culturally diverse community.

Parker, W. M. (1988). Exploring counselor attitudes toward the culturally different. In W. M. Parker, *Consciousness-raising: A primer for multicultural counseling*, (pp. 15-25). Springfield, IL: Charles C.Thomas.

Other Application: Valuing Diversity

Population: Multicultural

Discipline: Counseling

Abstract:
This author stresses the importance of cultural self-awareness. Suggestions are offered for self-assessment of counselors. There is also a focus on administering and processing the Multicultural Interaction Index (MCII).

Parker, W. M. (1988). Discovering and eliminating stereotypes. In W. M. Parker, *Consciousness raising: A primer for multicultural counseling* (pp. 27-36), Springfield, IL: Charles C.Thomas.

Population: Multicultural

Discipline: Multidisciplinary

Abstract:
The importance of the awareness of stereotypes and their origins is discussed, as well as their effects on all relationships (especially helping relationships).

Parker, W. M. (1988). Acquiring cultural knowledge. In W. M. Parker, *Consciousness raising: A primer for multicultural counseling* (pp. 79-93). Springfield: Charles C. Thomas.

Other Application: Valuing Diversity, Incorporation of Cultural Knowledge

Population: Multicultural

Discipline: Multidisciplinary

Abstract:
The author describes the Ethnic Minorities Cultural Awareness Test (EMCAT) as a 60-item questionnaire designed to test awareness of issues important to Asian American, African American, Hispanic, and Native American populations. The six primary areas of focus are: 1) racial pride and identity; 2) socioeconomics; 3) communication; 4) cultural values; 5) sexual, marital, and family issues; and 6) contemporary issues and concerns.

Parker, W. M. (1988). Awareness of issues in multicultural counseling. In W. M. Parker, *Consciousness Raising: A primer for multicultural counseling* (pp. 95-110). Springfield: Charles C. Thomas.

Other Application: Valuing Diversity; Dynamics of Difference

Population: Multicultural

Discipline: Multidisciplinary

Abstract:
The author describes the importance of multicultural counseling training programs. He discusses the emergence of salient issues of which practioners must be aware when engaged in multicultural counseling. One vehicle presented for exploring issues in multicultural counseling is the Personal Belief Inventory (PBI). This activity consists of 12 items on which trainees are asked to focus. In addition to the issues raised in the PBI, other questions and concerns are encountered that should be discussed as part of the training.

Parker, W. M. (1988). On becoming a culturally flexible counselor. In W. M. Parker, *Consciousness raising: A primer for multicultural counseling* (pp. 113-124). Springfield, IL: Charles C. Thomas.

Other Application: Incorporation of Cultural Knowledge; Dynamics of Difference; Valuing Diversity

Population: Multicultural action planning

Discipline: Mental health

Abstract:
The author discusses the need for counselors to practice flexibility in delivering services to consumers. While culturally flexible counselors are needed to provide services to clients in our changing multicultural world, many barriers exist that hinder the actualization of counselor flexibility. The author suggests three areas of importance in counselor flexibility: 1) identify and discuss barriers to flexibility; 2) identify and discuss qualities or characteristics of culturally flexible counselors; and 3) outline and discuss procedures for developing culturally flexible counselors. Implications for newer and more experienced workers in breaking down barriers to ethnic communities is discussed.

Ponterotto, J. G. (1988). Racial consciousness development among white counselor trainees: A stage model. *Journal of Multicultural Counseling and Development, 16*(4), 146-156.

Population: White; Dominant culture

Discipline: Multidisciplinary

Abstract:
The model described is helpful for identifying subtle biases in mental health professionals. With some adaptation this model may be used in various disciplines.

Ponterotto, J. G., & Casas, J. M. (1991). Quantitative methodology and instrumentation in racial/ethnic minority counseling research. In J. G. Ponterotto and J. M. Casas (Eds.), *Handbook of racial/ethnic minority counseling research* (pp. 101-117). Springfield: Charles C. Thomas.

Other Application: Valuing Diversity; Dynamics of Difference

Population: Hispanic Americans; African American; White (dominant culture); Cuban Americans; Native Americans

Discipline: Direct human service; Mental health; Counseling; Psychology

Abstract:
The authors highlight some culturally specific issues related to quantitative methodologies commonly used in counseling psychology research. They describe four methodologies: 1) survey; 2) archival; 3) true experiment; and 4) analogue. They also describe several scales which have been developed by various researchers.

Several scales are discussed in this chapter. One scale is the Acculturation Rating Scale for Mexican Americans (ARSMA). The ARSMA was developed to provide a measure of acculturation of both normal and clinical Mexican American populations. This Likert scale consists of 20 questions with responses ranging from a Mexican/Spanish language or cultural orientation to an Anglo/English orientation. Lower scores would indicate minimal levels of acculturation and a traditional Mexican/Hispanic identification.

The Cultural Mistrust Inventory (CMI) is another scale described in this chapter. The CMI is a 48-item Likert scale based on a 7 point continuum which is designed to measure black mistrust of whites and white organizations that develops as a result of white racism. There are 4 subscales that correspond to areas in which black mistrust of whites might exist: 1) education and training; 2) politics; 3) business and work; and 4) social and interpersonal settings.

Further, the chapter describes a scale developed for identifying cultural differences between Cuban Americans and other U.S. populations. The Value Orientation Scale (VOS) has 22 items worded as various problem situations with three potential responses rated for each problem. This allows for a total of 66 variables constituting the scales.

The African Self-Consciousness Scale (ASCS) (Baldwin & Bell, 1985) is also described in this chapter. The ASCS measures the degree to which one's attitudes, beliefs, and behaviors are affirming of one's African American life and cultural heritage. The four areas measured

are 1) awareness of African American identity and heritage; 2) acceptance of values and customs which affirm African American life; 3) involvement in the liberation and development of African Americans; and 4) opposition to racial oppression. The author presents six "manifest" areas in which African self-consciousness is likely to be expressed: 1) politics; 2) religion; 3) family; 4) cultural activities; 5) education; and 6) interpersonal relations.

Ponterotto, J. G. (1991). The Nature of prejudice revisited: Implications for counseling intervention. ***Journal of Counseling and Development, 70,*** **216-224.**

Population: Multicultural

Discipline: Counseling; Mental Health

Abstract:

This article presents a contemporary perspective on the nature of prejudice and on the counseling professional's role in prejudice prevention. The definition, origin, development, and expressions of prejudice are posited. J. E. Helms' 6-stage White Identity (1990) and Ponterotto's "fight/flight response" (1991) theories are included in the discussion.

Randall-David, E. (1989). Assessing your own cultural heritage. In E. Randall-David, ***Strategies for working with culturally diverse communities and clients*** **(pp. 5-12). Washington, DC: Association for the Care of Children's Health.**

Other Application: Valuing Diversity

Population: Multicultural (including dominant culture)

Discipline: Applicable to various disciplines (i.e., educators, mental health; direct human service) that might come in contact with clients of differing ethnic backgrounds

Abstract:

This article addresses the value of diversity and the importance of cultural self-assessment. Five exercises in the form of questionnaires are provided to aid in the assessment of one's cultural heritage, attitudes, and beliefs, and how these dynamics might influence the ability to work with clients.

Spector, R. E. (1985). *Cultural diversity in health and illness.* Norwalk, CT: Appleton-Century-Crofts.

Other Application: Valuing Diversity, Dynamics of Difference

Population: Multicultural

Discipline: Health Care

Abstract:
The author provides definitions of health by culture, including ethnic communities of color and white ethnic groups. Many cross-cultural assessment tools for provider self-awareness are provided and discussed in this article.

Sue; D. W., & Sue, D. (1990). *Counseling the culturally different.* New York: John Wiley and Sons.

Other Application: Dynamics of Difference; Valuing Diversity

Population: Asian; African American; Hispanic; Native American

Discipline: Multidisciplinary

Abstract:
This book reviews racial/cultural identity development among people of color. The models consider differences within groups as well as between groups. Considered also is the inability of the mental health professional to accurately assess the cultural identity of a client and the effect this may have on service delivery. Communication style differences across ethnicities are depicted.

DYNAMICS OF DIFFERENCE

Carter, R. T. (1991). Cultural values: A review of empirical research and implications for counseling. ***Journal of counseling and development, 70,*** **164-173.**

Other Application: Valuing Diversity

Population: Multicultural

Discipline: Mental health; Psychology; Social work

Abstract:
The author presents a review of empirical investigations that followed the Kluckhohn and Strodtbeck model of value orientations. The review finds that between-group as well as within-group variations of knowledge and understanding of cultural values can enrich cross-cultural effectiveness.

Chin, J. L. (1983). Diagnostic considerations in working with Asian Americans. ***American Journal of Orthopsychiatry, 53*****(1), 100-109.**

Population: Chinese Americans; Adaptable to other Asian Americans

Discipline: Social work; Counseling

Abstract:
The author addresses issues of diagnosis for Asian Americans. With a focus on Chinese Americans, the article states that research has emphasized generalized traits in comparison to Caucasians or European Americans. These generalized traits have been used to interpret differences as character deficits. Diagnosis based on generalized traits has underestimated intellect, justified an absence of services, and limited the diversity of treatment options that may be used by Asian Americans.

The author suggests that clinical practice should consider the lifestyle and cultural strengths of Asian American groups. Diagnosis should examine adaptive behavior and cognition within a sociocultural, historical context and the value system of the cultural group. Diagnostic issues affecting Asian Americans include tests of intellectual functioning, language problems, linguistic ability, and measures of personality functions. Examples of these issues as they pertain to Chinese Americans are included.

Corvin, S. A., & Wiggins, F. (1989). An antiracism training model for white professionals. ***Journal of Multicultural Counseling and Development, 17*****(3) 105-114.**

Other Application: Cultural Self-Assessment

Population: Professionals who have adopted dominant culture thinking

Discipline: White professionals; Adaptable for various disciplines

Abstract:
The authors discuss existing models of cross-cultural training. They add a dimension to the training process that is often overlooked--white trainee exploration of their own racism, prejudices, and biases. Stages of white identity development are discussed. The training process and goals are also examined. The Anti-Racism Training Model provides a framework for the first step in multicultural training for white professionals.

Cross, T. L. (1986). Drawing on cultural tradition in Indian child welfare practice. ***Social Casework,*** **67(5), 283-289.**

Other Application: Adaptation to Diversity

Population: Native Americans

Discipline: Multidisciplinary

Abstract:
Since the passage of the 1978 Indian Child Welfare Act, development of Indian child welfare programs has been increasingly influenced by Indian tradition, role models, and natural helping systems. An important dual role of providing services and maintaining cultural integrity is postulated for these programs.

The author describes the background of Indian child welfare services in the United States and suggests that social services often conflict with existing natural systems. Thirty tribes in the Northwest United States are now providing services that focus on strengthening natural systems. Tribal services are using strategies that emphasize the role of the extended family, particularly in substitute care and case planning. One organization has an elder on staff who links families in trouble with natural helpers who are both role models and resources.

Dawkins, M., Dawkins, M. P., & Terry, J. A. (1979). Personality and lifestyle characteristics of users and nonusers of mental health services in an urban black community. ***Western Journal of Black Studies, 3*****(1), 43-52.**

Population: African Americans

Discipline: Mental health; Social service

Abstract:
The authors describe personality, lifestyle traits, and social background characteristics of users and nonusers of mental health services in an urban African American community. They discovered that "Blacks, both males and females, who retain a sense of identity and pride in being black, who do not perceive themselves as dependent upon the system for survival, and who are socially aware of life on the streets in the inner city are most likely to be nonusers of mental health services. Planners of community mental health programs need to support and strengthen those personality traits which contribute to effective survival strategies and identify ways of incorporating into treatment strategies the personality and lifestyle factors which characterize the ability to cope successfully with the stresses of ghetto life" (p. 51).

Agencies serving culturally diverse groups may become more effective by identifying the characteristics that demonstrate healthy coping in each culturally diverse group and using these behaviors to reflect some group-specific norms. These agencies could then assist clients in accessing support from their own communities.

Fields, S. (1976). Folk healing for the wounded spirit--medicine men: Purveyors of an ancient art. ***Innovations, 3*****(3), 12-18.**

Other Application: Valuing Diversity

Population: Native American adults

Discipline: Medicine; Mental health

Abstract:
This article contains an examination of the value of medicine men in the prevention and treatment of mental illness. A description is provided of a program designed to train new medicine men and to help social service agencies and medicine men work together. Although the focus of the program is on adults, it has value as a cultural reference to serve as a stimulus for consideration of how medicine men could meet the needs of Indian children with emotional disorders.

This program has existed since 1969 and trains medicine men in both the traditional forms of healing and the principles of "Anglo" medicine. Program emphasis is on harmony with family, friends, and nature.

Gary, L. E. (1987). Religion and mental health in an urban black community. ***Urban Research Review, 11*****(2), 5-7,14.**

Population: African Americans

Discipline: Mental health

Abstract:
This research focused on the impact of religious faith on emotional problems and the relationship between religion and substance use. The findings showed that religion was an important factor in determining help-seeking behaviors and that churches were likely to help African Americans deal with stress. The author recommends that mental health workers become knowledgeable about how black churches interact with a client's other support systems. The article is beneficial for understanding the natural helper role that churches play in African American culture.

Gould, K. H. (1988). Asian and Pacific Islanders: Myth and reality. ***Social Work, 33*****(2), 142-147.**

Population: Asian Americans

Discipline: Social service; Mental health; Counseling

Abstract:
Asians/Pacific Islanders are a rapidly increasing minority group in the United States. This article studies the current social reality for this culturally diverse group, providing background information for assessing the validity of recent claims that Asians and Pacific Islanders no longer qualify as an underrepresented or disadvantaged group. The author urges reassessment of societal and professional views to establish a less stereotypical image of Asians and Pacific Islanders.

The author suggests that an approach emphasizing the "person-in-society" may be effective in working with culturally diverse clients. This approach differs from the person-in-

environment model by examining "the potential of the system to respond positively to minority needs and the ability of the professional to produce such a response." Striving to fit the person into the environment does not always meet the needs of the culturally diverse person; transforming institutions to meet client needs is generally a more appropriate goal. The author underscores the importance of recognizing agencies' ideological assumptions and values upon which treatment philosophies are based.

Green, J. W. (Ed.). (1982). *Cultural awareness in the human services.* Englewood Cliffs, NJ: Prentice-Hall, Inc.

Other Application: Cultural Self-Assessment; Valuing Diversity

Population: Multicultural

Discipline: Social service educators; Mental health; Education

Abstract:
This book presents a transactional approach to ethnicity focusing on the relationship between individuals who identify themselves both as part of an ethnic group and as part of the larger dominant society. Individual ethnic identity is perceived as an ongoing process which changes according to the situation. Therefore, workers and practitioners must have accurate perceptions of the ways in which clients manage ethnicity in a variety of relationships. Social workers and social service agencies may act as cultural brokers, mediating and facilitating intercultural transactions. Several program descriptions are offered as examples.

The author suggests that social service systems may benefit from insights developed by sociologists. The transactional approach is based on a division between professional and client culture. Examples for applying the transactional approach are offered within several distinct cultural settings.

Harris, P. R., & Moran, R. T. (1987). ***Managing cultural differences*** **(2nd ed.). Houston: Gulf Publishing Co.**

Other Application: Cultural Self-Assessment; Valuing Diversity

Population: Multicultural

Discipline: Business administration; Management; Social services; Mental health; Administrative levels

Abstract:
This book is a balance of theory and models as well as research results and practical guidelines. It contains critical incidents, case studies, self-assessment tools, figures, and tables. A chapter is devoted to management resources for global professionals including instruments for data-gathering and analysis and a directory of relevant intercultural or international organizations and media publications. Also discussed is a 92-question survey for the professional regarding working abroad. The survey covers five areas of concern: 1) pre-deployment area; 2) overseas position and company policies; 3) international living; 4) rating scale on successful expatriate qualities; 5) family pre-departure checklist. The authors also describe the Intercultural Relations Inventory (IRI) as a culture contrast exercise that permits the respondent to compare another culture with his or her own using nine major dimensions. Respondents analyze problems which may occur as a result of cultural differences. The authors also recommend this inventory to be used as a learning experience in a small group situation though the inventory is computed on an individual basis.

Helms, J. E. (1990). Introduction: Review of racial identity terminology. In J. E. Helms (Ed.), ***Black and white racial identity: Theory, research, and practice*** **(pp. 3-8). New York: Greenwood Press.**

Other Application: Valuing Diversity; Cultural Self-Assessment

Population: White; Dominant culture

Discipline: Human services; Administration

Abstract:
The author discusses the definition of racial identity and how people determine their own and other's race. The author also discusses racial consciousness and common terminology. An overview of the remainder the book is also outlined in this chapter.

Helms, J. E., & Carter, R. T. (1990). Development of the white racial identity inventory. In J. E. Helms (Ed.), *Black and white racial identity: Theory, research, and practice* (pp. 67-79). New York: Greenwood Press.

Other Application: Cultural Self-Assessment; Valuing Diversity

Population: White; Dominant culture

Discipline: Psychology; Mental health; General social and human service professionals

Abstract:
The author discusses the White Racial Identity Attitude Scale (WRIAS) assessment of attitudes related to five stages of white racial identity development. The five stages which are examined are: 1) contact; 2) disintegration; 3) reintegration; 4) pseudo-independence; and 5) autonomy.

Helms, J. E. (1990). Counseling attitudinal and behavioral predispositions: The black/white interaction model. In Helms, J. E. (Ed.), *Black and white racial identity: Theory, research, and practice* (pp. 135-144). New York: Greenwood Press.

Other Application: Valuing Diversity, Cultural Self-Assessment

Population: White; African American

Discipline: Counseling

Abstract:
The author notes that individuals at different stages of racial consciousness generally enter counseling relationships with different attitudinal and behavioral predispositions. The author goes on to reveal that the manner in which those predispositions are expressed depend on many factors including the person's race and racial attitudes, and the perceived racial attitudes of the counselor. Counselor and client predispositions associated with the various stages of racial consciousness are explored in this chapter.

Helms, J. E. (1990). Applying the interaction model to social dyads. In *Black and white racial identity: Theory, research and practice* (pp. 177-186). New York: Greewood Press.

Other Application: Cultural Self-Assessment

Population: African, American; White (dominant culture)

Discipline: Counselor; Education

Abstract:
The author examines social interactions in dyads where participants differ in perceived power or social status, and how these roles affect the relationship. Two tables are shown demonstrating various combinations of relationships based on racial identity.

Henricks, L. E. (1987). Some reflections on racial comparative research. *Urban Research Review, 11*(2), 4-15.

Population: African American; Multicultural

Discipline: Research; Program administration and development

Abstract:
Comparative racial research has generally focused on comparing racially diverse population groups to whites. However, the literature of the past twenty years suggests that an emphasis on comparisons of cultural would be more meaningful. The author found many problems in studies of racial differences including: 1) the difficulty of defining racial groups; 2) the differences within each group; 3) the importance of class, education, and other social status variables; 4) cultural bias in measuring instruments, and 5) the effects of examiners' race, bias, and expectations of subjects' performance. The following difficulties in analysis emerged: 1) conceptual equivalence; 2) equivalence of measurement; 3) linguistic equivalence; and 4) sampling. This article provides support to agencies serving a multicultural clientele without separating clients according to race. Additionally, the author suggests flexibility in treatment philosophy to provide services based on culture and race. Basic concepts and issues are discussed which are easily overlooked when conducting research on culturally diverse populations.

Herring, R. D. (1989). The American native family: Dissolution by coercion. ***Journal of Multicultural Counseling and Development, 17*****(1), 4 -13.**

Population: Native American; Anglo American (dominant culture)

Discipline: Multidisciplinary

Abstract:
The author provides a comparison between Native American and Anglo American values.

Ho, M. K. (1992). ***Minority children and adolescents in therapy.*** **Newbury Park: Sage Publications.**

Other Application: Valuing Diversity; Cultural Self-Assessment

Population: Multicultural

Discipline: Mental health; Counseling

Abstract:
The primary purpose of this book, according to the author, is to provide theory specification, integration, and systemization for clinical assessment and treatment of culturally diverse children and adolescents from the four major minority groups: 1) Asians and Pacific Islanders; 2) American Indians and Alaskan natives; 3) Hispanic Americans, and 4) African Americans. This is an excellent resource for addressing issues of culturally appropriate interventions/service delivery when working with adolescents of color and their families.

Keefe, S. E., Padilla, A. M., & Carlos, M. L. (1979). The Mexican American extended family as an emotional support system. ***Human Organization, 38*****(2), 144-152.**

Population: Hispanic Americans

Discipline: Social work; Mental health; Counseling

Abstract:
Over a three year period, the researchers on this project gathered data regarding family structure and integration, mental health resources and cultural awareness and loyalty. The purpose was to study differences between Anglo and Latino families. The research found that Mexican Americans were more likely than Anglos to live in communities where relatives were residing. Anglos used friends, neighbors, co-workers and groups as emotional support systems, whereas Mexican Americans used extended kinship networks. This article suggest that it may be helpful for agencies to determine the function of family structure and inherent cultural strengths in providing emotional support to clients.

LaFromboise, T. D. (1988). American Indian mental health policy. ***American Psychologist, 43*****(5), 388-397.**

Other Application: Adaptation to Diversity

Population: Native Americans

Discipline: Psychology; Counseling; Mental health

Abstract:
The author presents a review of services and their utilization by Native Americans. Her review spans federal, state, and local government, university, and tribal mental health programs. Several tribal-based programs appear to deliver innovative and flexible services. The author discusses assumptions made by psychologists and Native Americans about each other and analyzes the value systems in which their differences are rooted. This article is helpful in providing an understanding of existing services for Native Americans and the policy issues of serving culturally diverse communities. It may be appropriate to recruit members of the culturally diverse community as staff, board members, or volunteers in order to change agency training to reflect cultural competence, alter agency philosophy toward building on client strengths, and to encourage evaluation of service quality by culturally diverse communities.

Lefley, H. P., & Pedersen, P. B. (1986). *Cross-cultural training for mental health professionals*. Springfield: Charles C. Thomas.

Other Application: Adaptation To Diversity; Cultural Self-Assessment; Valuing Diversity, Incorporation of Cultural Knowledge

Population: Multicultural

Discipline: Psychology; Counseling; Mental Health

Abstract:
The authors discuss cultural perceptions of mental disorder, attitudes toward the orthodox mental health system, and availability of alternative healing modalities as factors in service utilization and subsequent effects on epidemiological pattern. The authors also discuss the different cultural strengths and adaptive strategies that may be enlisted in treatment. The rationale for cross-cultural training is discussed. The Developing Interculturally Skilled Counselors (DISC) Project is described. This three-stage training model for mental health professionals focuses on awareness, knowledge, and skill. The author includes a description of the model, its developmental history, rationale, curriculum, and the outcomes of the projects. In addition to the training model, a comprehensive evaluation for the transfer of training to practice is included.

Lefley, H. P., & Bestman, E. W. (1984). Community mental health and minorities: A multi-ethnic approach. In D. Sue & T. Moore (Eds.), *The Pluralistic society: A community mental health perspective* (pp. 116-148). New York: Human Services Press, Inc.

Other Application: Adaptation to Diversity; Incorporation of Cultural Knowledge

Population: Multicultural

Discipline: Social service; Mental health

Abstract:
Although the Community Mental Health Centers Act of 1963 was intended to provide easily accessible, low-cost quality mental health care, it soon became clear that services were underutilized by racial and cultural minorities. This underutilization was due to therapeutic efforts more suited to the values of white middle class professionals than to those of racial or cultural minority clients. The authors' review of the literature indicates that basic concepts

of psychopathology, behavior deviance, and appropriate remedies differ from culture to culture. Problems arising for minorities in dealing with "Anglo" healers include 1) linguistic barriers in evaluation and misinterpretation of symptoms; 2) diagnostic errors in observing behavior; 3) failure to understand cultural response patterns in screening instruments and basic psychodynamics; 5) culturally deviant advice; and 6) failure to differentiate between adaptive and maladaptive behavior. The authors question the validity of psychoanalytic training as it relates to "non-Anglo" cultures because clinicians avoid dealing with conflicts between client cultural values and professional therapeutic values.

Marion, R. (1980). Communicating with parents of culturally diverse exceptional children. *Exceptional Children, 46*(8), 616-623.

Other Application: Adaptation to Diversity

Population: Multicultural parents

Discipline: General educators; Special educators

Abstract:
Professionals tend to expect culturally diverse parents to react the way "Anglo American" parents would. The overrepresentation of culturally diverse children in special education classes and underrepresentation in talented and gifted classes is the cause of parents' anger and dismay. These parents have concerns about the negative images given to their children by the educational system, believing that these images are internalized by their children. The author briefly describes legislation and court decisions that have altered the relationships between parents and professionals. Similarities and differences in the educational process between culturally diverse gifted and developmentally delayed children are discussed along with parents' reactions to this process.

Merta, R. J., Stringham, E. M., & Ponterotto, J. G. (1988). Simulating culture shock in counselor trainees: An experiential exercise for cross-cultural training. ***Journal of Counseling and Development, 70,*** **164-173.**

Other Application: Valuing Diversity

Population: Multicultural

Discipline: Education; Social Work; Mental health

Abstract:
The authors describe an exercise designed to increase counselor trainees' sensitivity to cultural differences. The exercise emphasized extending cognitive-focused multicultural training to include actual interactions with culturally diverse persons. A two month follow-up evaluation indicated that trainees considered the learning experience to be valuable. Suggestions are made for infusing similar exercises into diversity counseling courses.

Milburn, N. G., Thomas, V. G., Brown, D. R., & Gary, L. E. (1987). Social network characteristics and mental health. ***Urban Research Review, 11*****(2), 8-12, 15**

Population: African Americans

Discipline: Multidisciplinary

Abstract:
The authors examined the relationship of demographic characteristics, psychological well-being, and structural network characteristics among African American adults. They conclude that the most effective ways for increasing psychological well-being consists of building supportive relationships with friends and relatives, and engaging in frequent interaction with these groups.

Parker, W. M. (1988). Awareness of issues in multicultural counseling. In W. M. Parker, *Consciousness Raising: A primer for multicultural counseling* (pp. 95-110). Springfield: Charles C. Thomas.

Other Application: Valuing Diversity; Cultural Self-Assessment

Population: Multicultural

Discipline: Multidisciplinary

Abstract:
The author describes the importance of multicultural counseling training programs. He discusses the emergence of salient issues of which practitioners must be aware when engaged in multicultural counseling. One vehicle presented for exploring issues in multicultural counseling is the Personal Belief Inventory (PBI). This activity consists of 12 items on which trainees are asked to focus. In addition to the issues raised in the PBI, other questions and concerns are encountered that should be discussed as part of the training.

Parker, W. M. (1988). On becoming a culturally flexible counselor. In W. M. Parker, *Consciousness raising: A primer for multicultural counseling* (pp. 113-124). Springfield, IL: Charles C. Thomas.

Other Application: Incorporation of Cultural Knowledge; Cultural Self-Assessment; Valuing Diversity

Population: Multicultural action planning

Discipline: Mental health

Abstract:
The author discusses the need for counselors to practice flexibility in delivering services to consumers. While culturally flexible counselors are needed to provide services to clients in our changing multicultural world, many barriers exist that hinder the actualization of counselor flexibility. The author suggests three areas of importance in counselor flexibility: 1) identify and discuss barriers to flexibility, 2) identify and discuss qualities or characteristics of culturally flexible counselors, and 3) outline and discuss procedures for developing culturally flexible counselors. Implications for both newer and more experienced workers in breaking down barriers to ethnic communities is discussed.

Ponterotto, J. G., & Casas, J. M. (1991). Quantitative methodology and instrumentation in racial/ethnic minority counseling research. In J. G. Ponterotto and J. M. Casas (Eds.), *Handbook of racial/ethnic minority counseling research* (pp. 101-117). Springfield: Charles C. Thomas.

Other Application: Valuing Diversity; Cultural Self-Assessment

Population: Hispanic Americans; African American; White (dominant culture); Cuban Americans; Native Americans

Discipline: Direct human service; Mental health; Counseling; Psychology

Abstract:
The authors highlight some culturally specific issues related to quantitative methodologies commonly used in counseling psychology research. They describe four methodologies: 1) survey, 2) archival, 3) true experiment, and 4) analogue. They also describe several scales which have been developed by various researchers.

Several scales are discussed in this chapter. One scale is the Acculturation Rating Scale for Mexican Americans (ARSMA). The ARSMA was developed to provide a measure of acculturation in both normal and clinical Mexican American populations. This Likert scale consists of 20 questions with responses ranging from Mexican/Spanish language or cultural orientation to Anglo/English orientation. Lower scores would indicate minimal levels of acculturation and a traditional Mexican/Hispanic identification.

The Cultural Mistrust Inventory (CMI) is another scale described in this chapter. The CMI is a 48-item Likert scale based on a 7 point continuum which is designed to measure black mistrust of whites and white organizations that develops as a result of white racism. There are 4 subscales that correspond to areas in which black mistrust of whites might exist: 1) education and training; 2) politics; 3) business and work; and 4) social and interpersonal settings.

Further, the chapter describes a scale developed for identifying cultural differences between Cuban Americans and other U.S. populations. The Value Orientation Scale (VOS) has 22 items worded as various problem situations with three potential responses rated for each problem. This allows for a total of 66 variables constituting the scales.

The African Self-Consciousness Scale (ASCS) (Baldwin & Bell, 1985) is also described in this chapter. The ASCS measures the degree to which one's attitudes, beliefs, and behaviors are affirming of one's African American life and cultural heritage. The four areas measured are: 1) awareness of African American identity and heritage; 2) acceptance of values and customs which affirm African American life; 3) involvement in the liberation and development of African Americans; and 4) opposition to racial oppression. The author presents six "manifest" areas in which African self-consciousness is likely to be expressed: 1)

politics; 2) religion; 3) family; 4) cultural activities; 5) education; 6) and interpersonal relations.

Randall-David, E. (1989). Learning about the community. In E. Randall-David, *Strategies for working with culturally diverse communities and clients* (pp. 15 - 18). Washington, DC: Association for the Care of Children's Health.

Other Application: Dynamics of Difference

Population: Multicultural

Discipline: Multidisciplinary

Abstract:
The author points out ways to learn about the cultural values, beliefs, and practices of any particular ethnic community the service provider may be trying to reach. The components identified are 1) conducting a community assessment; 2) developing relationships with key persons in the community; and 3) marketing services to community groups and to target populations.

Rogler, L. H., Malgady, R. G., Costantino, G., & Blumenthal, R. (1987). What do culturally sensitive mental health services mean? The case of Hispanics. *American Psychologist, 47*(6), 565-570.

Other Application: Adaptation to Diversity

Population: Hispanic Americans

Discipline: Social work; Counseling

Abstract:
The authors provide a brief history of the inadequacy of traditional therapy with low income and culturally diverse clients, particularly focusing on characteristics contributing to mental health problems in the Hispanic population. Three broad approaches to cultural sensitivity are identified: 1) modifying traditional treatment; 2) selecting specific therapies to fit the culture; and 3) using cultural elements to modify traditional treatments. Specific components of cultural sensitivity are described within these three approaches. The author asserts that culturally sensitive treatment plans should be based on an assessment of the degree of client biculturality or acculturation.

Slaughter, D. T. (1988). Programs for racially and ethnically diverse American families: Some critical issues. In H. B.Weiss & F. H. Jacobs (Eds.), *Evaluating Family Programs* (pp. 461-476). New York: Aldine De Gruyter.

Population: Multicultural

Discipline: Social service; Mental health

Abstract:
In this article the author addresses issues related to serving racially and ethnically diverse client groups. After establishing some parameters of diversity, the author challenges assumptions about African Americans. Program designs are discussed and recommendations proposed for programs serving culturally diverse clients. Recommendations include: 1) conducting an analysis of cultural and social factors of the community prior to setting program goals; 2) basing the analysis on systematic study, rather than a few informants; and 3) designing the program on a cultural ecological model.

Spector, R. E. (1985). *Cultural diversity in health and illness.* Norwalk, CT: Appleton-Century-Crofts.

Other Application: Valuing Diversity, Cultural Self-Assessment

Population: Multicultural

Discipline: Health Care

Abstract:
The author provides definitions of health by culture, including ethnic communities of color and white ethnic groups. Many cross-cultural assessment tools for provider self-awareness are provided and discussed in this article.

Speigel, J. P., & Papajohn, J. (1986). Training program in ethnicity and mental health. In H. P. Lefley & P. B. Pederson (Eds.), *Cross-cultural training for mental health professionals* (pp. 49-72). Springfield: Charles C. Thomas.

Other Application: Valuing Diversity, Incorporation of Cultural Knowledge

Population: Multicultural

Discipline: Mental Health; Social work; Psychology

Abstract:
These authors describe a training program entitled The Training Program in Ethnicity and Mental Health which was devised for an interdisciplinary team of mental health professionals. The authors discuss the theoretical and epistemological perspectives that governed the framework under which they expected to teach trainees. Aspects covered include: client ethnicity, theoretical concepts, program objectives, training sites, program planning, the training format, the recruitment process, program evaluation, and follow-up.

Sue, D. W., & Sue, D. (1990). *Counseling the culturally different*. New York: John Wiley and Sons.

Other Application: Cultural Self-Assessment; Valuing Diversity

Population: Asian; African American; Hispanic; Native American

Discipline: Multidisciplinary

Abstract:
This book reviews racial/cultural identity development among people of color. These models consider differences within groups as well as between groups. Considered, too, is the inability of the mental health professional to accurately assess the cultural identity of a client and the effect this may have on service delivery. Communication style differences across ethnicities are depicted.

Sue, D., & Moore, T. (1984). Pluralism and community mental health: Summaries and conclusions. In Sue, D. & Moore, T. (Eds.), *The Pluralistic Society: A Community Mental Health Perspective* (pp. 263-274). New York: Human Sciences Press, Inc.

Population: Multicultural

Discipline: Social work; Mental health

Abstract:
The authors believe that "the mental health of minority groups is of continuing concern in view of the slow changes that have occurred in the mental health profession and the social intervention arena" (p. 264). The unaddressed mental health needs of minority groups are identified as world view, quality of life, and the stress involved in being oppressed. The deficit model has had a particularly negative impact on social research with minority groups, as cultural strengths and coping strategies are devalued. The authors synthesize the work of others to identify ways in which mental health delivery systems may become more effective in serving culturally diverse groups. They suggest the following actions: 1) study the values, beliefs and behaviors of ethnic groups; 2) include ethnic paraprofessionals and interdisciplinary professionals on teams; and 3) increase minority input and control. These activities have been found successful in creating greater access and utilization of services. The authors emphasize the need for process and outcome research in programs designed to serve minorities and conclude by identifying broad issues for further examination, such as public policy, social change strategies and social system analyses.

Valle, R., & Vega, W. (1980). *Hispanic natural support systems: Mental health promotion perspectives.* California Department of Mental Health, Office of Prevention.

Other Application: Valuing Diversity

Population: Hispanic Americans; May have implications for other culture groups of color

Discipline: Multidisciplinary

Abstract:
The authors provide charts depicting natural support systems in the Hispanic community These include a natural Latino helping network, natural healer support, and referral systems.

VALUING DIVERSITY

Carter, R. T. (1991). Cultural values: A review of empirical research and implications for counseling. ***Journal of counseling and development, 70,*** **164-173.**

Other Application: Dynamics of Difference

Population: Multicultural

Discipline: Mental health; Psychology; Social work

Abstract:
The author presents a review of empirical investigations that followed the Kluckhohn and Strodtbeck model of value orientations. The review finds that between-group as well as within-group variations of knowledge and understanding of cultural values can enrich cross-cultural effectiveness.

Carter, R. T., & Helms, J. E. (1990). White racial identity, attitudes and cultural values. In J. E. Helms (Ed.), ***Black and white racial identity: Theory, research, and practice*** **(pp. 105-118). New York: Greenwood Press.**

Other Application: Cultural Self-Assessment

Population: White; Dominant culture

Discipline: Psychology; Mental health; General social and human service professionals

Abstract:
This chapter describes attitudes about the dominant cultural group rather than focusing on ethnic group membership. Past research focuses on whites' views of African Americans, and not on whites' views of themselves as "racial beings." The author describes values and attitudes associated with membership in the mainstream culture and shows how many fail to recognize or develop an awareness and/or appreciation of their cultural heritage as white Americans.

Fields, S. (1976). Folk healing for the wounded spirit--medicine men: Purveyors of an ancient art. ***Innovations,*** ***3*****(3), 12-18.**

Other Application: Dynamics of Difference

Population: Native American adults

Discipline: Medicine; Mental health

Abstract:
This article contains an examination of the value of medicine men in the prevention and treatment of mental illness. A description is provided of a program designed to train new medicine men and to help social service agencies and medicine men work together. Although the focus of the program is on adults, it has value as a cultural reference as a stimulus for consideration of how medicine men could meet the needs of Indian children with emotional disorders.

Green, J. W. (Ed.). (1982). ***Cultural awareness in the human services.*** **Englewood Cliffs, NJ: Prentice-Hall, Inc.**

Other Application: Cultural Self-Assessment; Dynamics of Difference

Population: Multicultural

Discipline: Social service educators; Mental health; Education

Abstract:
This book presents a transactional model of ethnicity focusing on the relationship between individuals who identify themselves both as part of an ethnic group and as part of the larger dominant society. Individual ethnic identity is perceived as an ongoing process which changes according to the situation. Therefore, workers and practitioners must have accurate perceptions of the ways in which clients manage ethnicity in a variety of relationships. Social workers and social service agencies may act as cultural brokers, mediating and facilitating intercultural transactions. Several program descriptions are offered as examples.

The author suggests that social service systems may benefit from insights developed by sociologists. The transactional model is based on a division between professional and client culture. Examples for applying the model are offered within several distinct cultural settings.

Harris, P. R., & Moran, R. T. (1987). *Managing cultural differences* (2nd ed.). Houston: Gulf Publishing Co.

Other Application: Dynamics of Difference, Cultural Self-Assessment

Population: Multicultural

Discipline: Business administration; Management; Social services; Mental health; Administrative levels

Abstract:
This book is a balance of theory and models, as well as research results and practical guidelines. It contains critical incidents, case studies, self-assessment tools, figures, and tables. A chapter is devoted to management resources for global professionals with instruments for data-gathering and analysis as well as a directory of relevant intercultural or international organizations, and media publications. Also included is a 92-question survey for the professional about how to work abroad. The survey covers five areas of concern: 1) pre-deployment area; 2) overseas position and company policies; 3) international living; 4) rating scale on successful expatriate qualities; and 5) family pre-departure checklist.

The authors also describe the Intercultural Relations Inventory (IRI) as a culture contrast exercise that permits the respondent to compare another culture with his/her own, using nine major dimensions. Respondents analyze what problems may occur as a result of cultural differences. The authors also recommend this inventory to be used as a learning experience in a small group situation though the inventory is computed on an individual basis.

Helms, J. E. (1990). Introduction: Review of racial identity terminology. In J. E. Helms (Ed.), *Black and white racial identity: Theory, research, and practice* (pp. 3-8). New York: Greenwood Press.

Other Application: Cultural Self-Assessment; Dynamics of Difference

Population: White; Dominant culture

Discipline: Human services; Administration

Abstract:
The author discusses the definition of racial identity and how people determine their own and another's race. The author also discusses racial consciousness and common terminology. An overview of the remainder the book is also outlined in this chapter.

Helms, J. E. (1990). An overview of black racial identity theory. In J. E. Helms (Ed.), *Black and white racial identity: Theory, research, and practice* (pp. 9-32), New York: Greenwood Press.

Other Application: Cultural Self-Assessment

Population: African American adults

Discipline: Multidisciplinary

Abstract:
In this chapter, the author discusses theories and models of black racial identity. The author discusses the Client As Problem (CAP) perspective as an attempt to explain intra- and inter-racial dynamics. Racial identity theory is introduced and briefly explained as a black (person of color) or white person's identifying or not identifying with the racial group with which he or she is generally assumed to share racial heritage. The Nigrescence Racial Identity Development (NRID) is also introduced and explained.

Helms, J. E., & Carter, R. T. (1990). Development of the white racial identity inventory. In J. E. Helms (Ed.), *Black and white racial identity: Theory, research, and practice* (pp. 67-79). New York: Greenwood Press.

Other Application: Dynamics of Difference; Cultural Self-Assessment

Population: White; Dominant culture

Discipline: Psychology; Mental health; General social and human service professionals

Abstract:
The author discusses the White Racial Identity Attitude Scale (WRIAS) assessment of attitudes related to five stages of white racial identity development. The five stages which are examined include: 1) contact; 2) disintegration; 3) reintegration; 4) pseudo-independence; and 5) autonomy.

Helms, J. E. (1990). Counseling attitudinal and behavioral predispositions: The black/white interaction model. In Helms, J. E. (Ed.), *Black and white racial identity: Theory, research, and practice* (pp. 135-144). New York: Greenwood Press.

Other Application: Cultural Self-Assessment, Dynamics of Difference

Population: White; African American

Discipline: Counseling

Abstract:
The author notes that individuals at different stages of racial consciousness generally enter counseling relationships with different attitudinal and behavioral predispositions. The author goes on to reveal that the manner in which those predispositions are expressed depend on many factors including the person's race and racial attitudes, and the perceived racial attitudes of the counselor. Counselor and client predispositions associated with the various stages of racial consciousness are explored in this chapter.

Ho, M. K. (1992). *Minority children and adolescents in therapy*. Newbury Park: Sage Publications.

Other Application: Valuing Diversity; Dynamics of Difference

Population: Multicultural

Discipline: Mental health; Human services; Counseling

Abstract:
The primary purpose of this book, according to the author, is to provide theory specification, integration, and systemization for clinical assessment and treatment of culturally diverse children and adolescents from the four major minority groups: 1) Asian and Pacific Islanders, 2) American Indians and Alaskan natives, 3) Hispanic Americans, and 4) African Americans. This is an excellent resource for addressing issues of culturally appropriate interventions/service delivery when working with adolescents of color and their families.

Lefley, H. P., & Pedersen, P. B. 1986). ***Cross-cultural training for mental health professionals.*** **Springfield: Charles C. Thomas.**

Other Application: Adaptation To Diversity; Dynamics of Difference; Cultural Self-Assessment; Incorporation of Cultural Knowledge

Population: Multicultural

Discipline: Psychology; Counseling; Mental Health

Abstract:
The authors discuss cultural perceptions of mental disorder, attitudes toward the orthodox mental health system, and availability of alternative healing modalities as factors in service utilization and subsequent effects on epidemiological pattern. The authors also discuss the different cultural strengths and adaptive strategies that may be enlisted in treatment. The rationale for cross-cultural training is discussed. The Developing Interculturally Skilled Counselors (DISC) project is described. This three-stage training model for mental health professionals focuses on awareness, knowledge, and skill. The author includes a description of the model, its development history, rationale, curriculum and the outcomes of the projects. In addition to the training model, a comprehensive evaluation for the transfer of training to practice is included.

Leong, F. T., & Kim, H. H. W. (1991). Going beyond cultural sensitivity on the road to multiculturalism: Using the Intercultural Sensitizer as a counselor training tool. ***Journal of Counseling and Development. 70,*** **112-118.**

Other Application: Adaptation to Diversity; Cultural Self-Assessment

Population: Multicultural

Discipline: Counselors; Educators; Supervisors; Trainers

Abstract:
The authors discuss the need for counselors to be competent in the following three areas: 1) beliefs/attitudes, 2) knowledge, and 3) skills. They briefly describe other counselor training models including the Multi-faceted Approach (MA), Developing Interculturally Skilled Counselors (DISC) program, Cross Cultural Dyadic Encounter (CCDE), and Cultural Attitudes Repertory Technique (CART). A comprehensive intercultural sensitizer for counselors is recommended.

McRae, M. B., & Johnson, S. D. (1991). Toward training for competence in multicultural counselor education. ***Journal of Counseling and Development. 70,*** **131-135.**

Other Application: Cultural Self-Assessment

Population: Multicultural

Discipline: Multidisciplinary

Abstract:
The authors review literature on multicultural education and cite training models in terms of their focus on sensitizing counselors to cultural difference. An emphasis is placed on the assessment of counselor trainees' own cultural values and attitudes, the therapeutic relationship between counselor and client, and the application of cultural knowledge in counseling sessions.

Merta, R. J., Stringham, E. M., & Ponterotto, J. G. (1988). Simulating culture shock in counselor trainees: An experiential exercise for cross-cultural training. ***Journal of Counseling and Development, 70,*** **164-173.**

Other Application: Dynamics of Difference

Population: Multicultural

Discipline: Education; Social Work; Mental health

Abstract:
The authors describe an exercise designed to increase counselor trainees' sensitivity to cultural differences. The exercise emphasized extending cognitive-focused multicultural training to include actual interactions with culturally diverse persons. A two month follow-up evaluation indicated that trainees considered the learning experience to be valuable. Suggestions are made for infusing similar exercises into diverse counseling courses.

Mio, J. S. (1989). Experiential involvement as an adjunct to teaching cultural sensitivity. ***Journal of Multicultural Counseling and Development, 17*****(1), 38-46.**

Population: Multicultural

Discipline: Mental health; Psychology; Graduate education; Human services

Abstract:
This study examines the effects of two different types of cross-cultural experiences upon the knowledge and understanding of an ethnic group: 1) a more intensive relationship with a single member of a particular group; and 2) a combination of experiences with a single ethnic minority group. The article makes reference to the Partners Program conducted at California State University at Fullerton. Also, reference is made to the Cross-Cultural Counseling Inventory (CCCI) (Hernandez & LaFromboise, 1985) as a means of measuring counseling ability after an experiential exercise.

Parker, W. M. (1988). Exploring counselor attitudes toward the culturally different. In W. M. Parker, ***Consciousness-raising: A primer for multicultural counseling,*** **(pp. 15-25). Springfield, IL: Charles C.Thomas.**

Other Application: Cultural Self-Assessment

Population: Multicultural

Discipline: Counseling

Abstract:
This author stresses the importance of cultural self-awareness. Suggestions are offered for self-assessment of counselors. There is also a focus on administering and processing the Multicultural Interaction Index (MCII).

Parker, W. M. (1988). Acquiring cultural knowledge. In W. M. Parker, *Consciousness raising: A primer for multicultural counseling* (pp. 79-93). Springfield: Charles C. Thomas.

Other Application: Cultural Self-Assessment, Incorporation of Cultural Knowledge

Population: Multicultural

Discipline: Multidisciplinary

Abstract:
The author describes the Ethnic Minorities Cultural Awareness Test (EMCAT) as a 60-item questionnaire designed to test awareness of issues important to Asian American, African American, Hispanic, and Native American populations. Six primary areas of focus include 1) racial pride and identity; 2) socioeconomics; 3) communication; 4) cultural values; 5) sexual, marital, and family issues; and 6) contemporary issues and concerns.

Parker, W. M. (1988). Awareness of issues in multicultural counseling. In W. M. Parker, *Consciousness Raising: A primer for multicultural counseling* (pp. 95-110). Springfield: Charles C. Thomas.

Other Application: Cultural Self-Assessment; Dynamics of Difference

Population: Multicultural

Discipline: Multidisciplinary

Abstract:
The author describes the importance of multicultural counseling training programs. He discusses the emergence of salient issues of which practitioners must be aware when engaged in multicultural counseling. One vehicle presented for exploring issues in multicultural counseling is the Personal Belief Inventory (PBI). This activity consists of 12 items on which trainees are asked to focus. In addition to the issues raised in the PBI, other questions and concerns are encountered that should be discussed as part of the training.

Parker, W. M. (1988). On becoming a culturally flexible counselor. In W. M. Parker, *Consciousness raising: A primer for multicultural counseling* (pp. 113-124). Springfield, IL: Charles C. Thomas.

Other Application: Incorporation of Cultural Knowledge; Dynamics of Difference; Cultural Self-Assessment

Population: Multicultural action planning

Discipline: Mental health

Abstract:
The author discusses the need for counselors to practice flexibility in delivering services to consumers. While culturally flexible counselors are needed to provide services to clients in our changing multicultural world, many barriers exist that hinder the actualization of counselor flexibility. The author suggests three areas of importance in counselor flexibility: 1) identify and discuss barriers to flexibility; 2) identify and discuss qualities or characteristics of culturally flexible counselors; and 3) outline and discuss procedures for developing culturally flexible counselors. Implications for both newer and more experienced workers in breaking down barriers to ethnic communities is discussed.

Ponterotto, J. G., & Casas, J. M. (1991). Quantitative methodology and instrumentation in racial/ethnic minority counseling research. In J. G. Ponterotto and J. M. Casas (Eds.), *Handbook of racial/ethnic minority counseling research* (pp. 101-117). Springfield: Charles C. Thomas.

Other Application: Dynamics of Difference; Cultural Self-Assessment

Population: Hispanic Americans; African American; White (dominant culture); Cuban Americans; Native Americans

Discipline: Direct human service; Mental health; Counseling; Psychology

Abstract:
The authors highlight some culturally specific issues related to quantitative methodologies commonly used in counseling psychology research. They describe four methodologies: 1) survey; 2) archival; 3) true experiment; and 4) analogue. They also describe several scales which have been developed by various researchers.

Several scales are discussed in this chapter. One scale is the Acculturation Rating Scale for Mexican Americans (ARSMA). The ARSMA was developed to provide a measure of

acculturation of both normal and clinical Mexican American populations. This Likert scale consists of 20 questions where responses range from Mexican/Spanish language or cultural identification orientation, or preference to Anglo/English orientation. Lower scores would indicate minimal levels of acculturation and a traditional Mexican/Hispanic identification.

The Cultural Mistrust Inventory (CMI) is another scale described in this chapter. The CMI is a 48-item Likert scale based on a 7 point continuum which is designed to measure black mistrust of whites and white organizations that develops as a result of white racism. There are 4 subscales that correspond to areas in which black mistrust of whites might exist: 1) education and training; 2) politics; 3) business and work; and 4) social and interpersonal settings.

Further, the chapter describes a scale developed for identifying cultural differences between Cuban Americans and other U.S. populations. The Value Orientation Scale (VOS) has 22 items worded as various problem situations with three potential responses rated for each problem. This allows for a total of 66 variables constituting the scales.

The African Self-Consciousness Scale (ASCS) (Baldwin & Bell, 1985) is also described in this chapter. The ASCS measures the degree to which one's attitudes, beliefs, and behaviors are affirming of one's African American life and cultural heritage. The four areas measured are 1) awareness of African American identity and heritage; 2) acceptance of values and customs which affirm African American life; 3) involvement in the liberation and development of African Americans; and 4) opposition to racial oppression. The author presented six "manifest" areas in which African self-consciousness is likely to be expressed: politics, religion, family, cultural activities, education, and interpersonal relations.

Randall-David, E. (1989). Assessing your own cultural heritage. In E. Randall-David, *Strategies for working with culturally diverse communities and clients* (pp. 5-12). Washington, DC: Association for the Care of Children's Health.

Other Application: Valuing Diversity

Population: Multicultural (including dominant culture)

Discipline: Applicable to various disciplines (i.e., educators, mental health; direct human service) that might come in contact with clients of differing ethnic backgrounds

Abstract:
This article speaks to the value of diversity and the importance of cultural self-assessment. Five exercises in the form of questionnaires are provided to aid in the assessment of

one's cultural heritage, attitudes, and beliefs, and how these dynamics might influence the ability to work with clients.

Skillings, J. H., & Dobbins, J. E. (1991). Racism as a disease: Etiology and treatment indications. *Journal of Counseling and Development 70*, 206-212.

Other Application: Adaptation to Diversity

Population: Multicultural; White (dominant culture).

Discipline: Multidisciplinary

Abstract:
The authors discuss racism from a disease perspective and offer implications for treatment of professionals with racial/cultural biases. Treatment is designed for Caucasians; with adaptation it can be applied to other groups.

Spector, R. E. (1985). *Cultural diversity in health and illness*. Norwalk, CT: Appleton-Century-Crofts.

Other Application: Dynamics of Difference, Cultural Self-Assessment

Population: Multicultural

Discipline: Health Care

Abstract:
The author provides definitions of health by culture, including ethnic communities of color and white ethnic groups. Many cross-cultural assessment tools for provider self-awareness are provided and discussed in this article.

Speigel, J. P., & Papajohn, J. (1986). Training program in ethnicity and mental health. In H. P. Lefley & P. B. Pederson (Eds.), *Cross-cultural training for mental health professionals* (pp. 49-72). Springfield: Charles C. Thomas.

Other Application: Dynamics of Difference, Incorporation of Cultural Knowledge

Population: Multicultural

Discipline: Mental Health; Social work; Psychology

Abstract:
These authors describe a training program entitled The Training Program in Ethnicity and Mental Health which was devised for an interdisciplinary team of mental health professionals. The authors discuss the theoretical and epistemological perspectives that governed the framework under which they expected to teach trainees. Aspects covered include: client ethnicity, theoretical concepts, program objectives, training sites, program planning, the training format, the recruitment process, program evaluation, and follow-up.

Sue, D. W., & Sue, D. (1990). *Counseling the culturally different*. New York: John Wiley and Sons.

Other Application: Dynamics of Difference; Cultural Self-Assessment

Population: Asian; African American; Hispanic; Native American

Discipline: Multidisciplinary

Abstract:
This book reviews racial/cultural identity development among people of color. These models consider differences within groups as well as between groups. Considered, also, is the inability of the mental health professional to accurately assess the cultural identity of a client and the effect this may have on service delivery. Communication style differences across ethnicities are depicted.

Valle, R., & Vega, W. (1980). ***Hispanic natural support systems: Mental health promotion perspectives.*** **California Department of Mental Health, Office of Prevention.**

Other Application: Dynamics of Difference

Population: Hispanic Americans; May have implications for other culture groups of color

Discipline: Multidisciplinary

Abstract:
The authors provide charts depicting natural support systems in the Hispanic community These include natural Latino helping networks, natural healer support, and referral systems.

ADAPTATION TO DIVERSITY

ADAPTATION TO DIVERSITY

Cross, T. L. (1986). Drawing on cultural tradition in Indian child welfare practice. ***Social Casework,*** **67(5), 283-289.**

Other Application: Dynamics of Difference

Population: Native Americans

Discipline: Multidisciplinary

Abstract:
Since the passage of the 1978 Indian Child Welfare Act, development of Indian child welfare programs have been increasingly influenced by Indian tradition, role models, and natural helping systems. An important dual role of providing services and maintaining cultural integrity is postulated for these programs.

The author describes the background of Indian child welfare services in the United States and suggests that social services often conflict with existing natural systems. Thirty tribes in the Northwest United States are now providing services that focus on strengthening natural systems. Tribal services are using strategies that emphasize the role of the extended family, particularly in substitute care and case planning. One organization has an elder on staff who links families in trouble with natural helpers who are both role models and resources.

D'Andrea, M., Daniels, J., & Heck, R. (1991). Evaluating the impact of multicultural counseling training. ***Journal of Multicultural Counseling and Development, 70,*** **143-150.**

Population: Multicultural

Discipline: Mental health; Counseling; Education

Abstract:
The authors report the results of a series of investigations designed to assess the impact of a comprehensive multicultural training model among different groups of graduate students. Implications for future research and training are discussed.

Hawkins, J. D., & Salisbury, B. R. (1983). Delinquency prevention programs for minorities of color. ***Social Work Research and Abstracts, 19*****(4), 5-12.**

Population: Multicultural

Discipline: Direct service personnel

Abstract:
A study of 456 delinquency prevention programs nationwide identified consistent patterns of difference in the delivery of services to minorities of color and to whites. This article discusses these differences, the possible reasons for them, and the apparent implications for the prevention of juvenile delinquency. Some agencies providing services to culturally or racially diverse populations may attempt to meet needs which are the most readily apparent. However, this approach may undermine goals of agencies to examine possible institutional racial or cultural bias in service delivery.

Itzkowitz, S. G., & Petrie, R. D. (1988). Northern black urban college students and the Revised Student Developmental Task Inventory. ***Journal of Multicultural Counseling and Development, 16*****(2), 63-72.**

Other Application: Cultural Self-Assessment

Population: African American

Discipline: Education

Abstract:
This article discusses research involving northern black college students from five institutions on the Revised Student Developmental Task Inventory (SDTI-2). This is a self-reported inventory designed to assess psychological development on mastering three tasks: 1) autonomy; 2) purpose; and 3) mature interpersonal relationships.

LaFromboise, T. D. (1988). American Indian mental health policy. *American Psychologist, 43*(5), 388-397.

Other Application: Dynamics of Difference

Population: Native Americans

Discipline: Psychology; Counseling; Mental health

Abstract:
The author presents a review of services and their utilization by Native Americans. The review spans federal, state, and local government, university, and tribal mental health programs. Several tribal-based programs appear to deliver innovative and flexible services. The author discusses assumptions made by psychologists and Native Americans about each other and analyzes the value systems in which their differences are rooted. This article is helpful in acquiring an understanding of existing services for Native Americans and the policy issues of serving culturally diverse communities. The author notes it may be appropriate to recruit members of the culturally diverse community as staff, board members, or volunteers in order to change agency training to reflect cultural competence; alter agency philosophy toward building on client strengths; and to encourage evaluation of service quality by culturally diverse communities.

Lefley, H. P., & Pedersen, P. B. (1986). *Cross-cultural training for mental health professionals*. Springfield: Charles C. Thomas.

Other Application: Cultural Self-Assessment; Dynamics of Difference; Valuing Diversity, Incorporation of Cultural Knowledge

Population: Multicultural

Discipline: Psychology; Counseling; Mental Health

Abstract:
The authors discuss cultural perceptions of mental disorder, attitudes toward the orthodox mental health system, and availability of alternative healing modalities as factors in service utilization and subsequent effects on epidemiological pattern. The authors also discuss the different cultural strengths and adaptive strategies that may be enlisted in treatment. The rationale for cross-cultural training is discussed. The Developing Interculturally Skilled Counselors (DISC) project is described. This three-stage training model for mental health professionals focuses on awareness, knowledge, and skill. The author includes a description of the model, its developmental history, rationale, curriculum and the outcomes of the

projects. In addition to the training model, a comprehensive evaluation for the transfer of training to practice is included.

Lefley, H. P., & Bestman, E. W. (1984). Community mental health and minorities: A multi-ethnic approach. In D. Sue & T. Moore (Eds.), *The Pluralistic society: A community mental health perspective* (pp. 116-148). New York: Human Services Press, Inc.

Other Application: Dynamics of Difference; Incorporation of Cultural Knowledge

Population: Multicultural

Discipline: Social service; Mental health

Abstract:
Although the Community Mental Health Centers Act of 1963 was intended to provide easily accessible, low-cost quality mental health care, it soon became clear that services were underutilized by racial and cultural minorities. This underutilization was due to therapeutic efforts more suited to the values of white middle class professionals than to those of racial or cultural minority clients. The authors' review of the literature indicates that basic concepts of psychopathology, behavior deviance, and appropriate remedies differ from culture to culture. Problems arising for minorities in dealing with "Anglo" healers include: 1) linguistic barriers in evaluation and misinterpretation of symptoms; 2) diagnostic errors in observing behavior; 3) failure to understand cultural response patterns in screening instruments and basic psychodynamics; 5) culturally deviant advice; and 6) failure to differentiate between adaptive and maladaptive behavior. The authors question the validity of psychoanalytic training as it relates to "non-Anglo" cultures because clinicians avoid dealing with conflicts between client cultural values and professional therapeutic values.

Leong, F. T. & Kim, H. H. W. (1991). Going beyond cultural sensitivity on the road to multiculturalism: Using the Intercultural Sensitizer as a counselor training tool. *Journal of Counseling and Development. 70*, 112-118.

Other Application: Adaptation to Diversity; Cultural Self-Assessment

Population: Multicultural

Discipline: Counselors; Educators; Supervisors; Trainers

Abstract:
The authors discuss the need for counselors to be competent in the following three areas: 1) beliefs/attitudes, 2) knowledge, and 3) skills. They briefly describe and overview of other counselor training models including the Multi-faceted Approach (MA); Developing Interculturally Skilled Counselors (DISC) program; Cross Cultural Dyadic Encounter (CCDE) and Cultural Attitudes Repertory Technique (CART). A comprehensive intercultural sensitizer for counselors is recommended.

Marion, R. (1980). Communicating with parents of culturally diverse exceptional children. *Exceptional Children, 46*(8), 616-623.

Other Application: Dynamics of Difference

Population: Multicultural parents

Discipline: General educators; Special educators

Abstract:
Professionals tend to expect culturally diverse parents to react the way "Anglo American" parents would. The overrepresentation of culturally diverse children in special education classes and underrepresentation in talented and gifted classes is the cause of parents' anger and dismay. These parents have concerns about the negative images given to their children by the educational system, believing that these images are internalized by their children. The author briefly describes legislation and court decisions that have altered the relationships between parents and professionals. Similarities and differences in the educational process between culturally diverse gifted and developmentally delayed children are discussed along with parents' reactions to this process.

Meinhardt, K., & Vega, W. (1987). A method for estimating underutilization of mental health services by ethnic groups. ***Hospital and Community Psychiatry, 38*****(11), 1186-1190.**

Other Application: Cultural Self-Assessment

Population: Multicultural

Discipline: Counseling; Mental health

Abstract:
Most studies of service utilization have used parity to determine whether ethnic groups are receiving a fair share of services. The level of services is assumed to be adequate if the percentage of a particular group's utilization of services is equal to the percentage of that group in the general population. However, service planning based on parity fails to consider different levels of need among these groups. The authors describe a method for projecting service needs of minority groups based on population data and sample surveys. The results help define equitable service goals for all population groups.

Milliones, J. (1980). Construction of a black consciousness measure: Psychotherapeutic implications. ***Psychotherapy: Theory, Research and Practice, 17*****(2), 175-182.**

Other Application: Cultural Self-Assessment

Population: African Americans; African American students; May be adapted for other cultural groups

Discipline: Psychotherapy; Counseling; Mental Health

Abstract:
The purpose of this study was to construct an instrument that would be sensitive to the various transformations of "black consciousness." Empirical, theoretical, autobiographical, and biographical literature suggest there are four relatively distinct stages or phases of black consciousness: Preconsciousness, Confrontation, Internalization, and Integration. Items were written for each of these domains and administered to 160 black freshman and sophomore male college students. The Developmental Inventory of Black Consciousness (DIB-C) was then analyzed by using a sequentially organized psychometric strategy of item discrimination, test of homogeneity, social desirability, and differential validity. In addition, a construct validations study was performed using the Nadanolitization Scale, which measure the degree of internalizations by blacks of stereotypes that whites have typically held towards blacks.

Results showed 65 items remaining for the DIB-C following the sequential analysis.

The article documents the developmental process of racial pride awareness. The DIB-C measures the extent to which racial/cultural stereotypical attitudes are internalized by the individual.

Developed for African Americans, this approach may be adaptable to other cultural groups. The DIB-C may provide a framework for assessing client issues and modes of intervention. This Inventory may be used with other research tools to determine the most appropriate services for a culturally diverse community.

Owan, T. C. (1982). Neighborhood based mental health: An approach to overcome inequities in mental health service delivery to racial and ethnic minorities. In D. E. Beigel & A. J. Naparstek (Eds.), *Community Support Systems and Mental Health: Practice, Policy, and Research,* (pp. 282-300). New York: Springer Publishing Company.

Population: Multicultural

Discipline: Multidisciplinary

Abstract:
The author contends that Western European approaches to serving racial minorities directly conflicts with their culture. He encourages development of a model that diverges from the traditional approach and incorporates services for small, culturally-related geographic areas. The author points out that "it is not enough...to hire a bilingual staff person if the design of the services does not take into account racial and ethnic differences." He also emphasizes the importance of local control over services. Elements of this model may be used to develop 1) alternative service delivery models; 2) neighborhood support systems; 3) research; and 4) evaluation. Characteristics proposed in a service delivery system include providing services in residential and work areas, involving the client's neighborhood, building on informal networks, and providing treatment and prevention services. Culturally relevant services may be provided as satellite programs to a larger agency through a subcontract, or by an independent minority group or agency. The author recommends service provision through an independent local group or agency.

Randall-David, E. (1989). Guidelines for using interpreters to enhance cross-cultural communication. In E. Randall-David, *Strategies for working with culturally diverse communities and clients* (pp. 31-34). Washington, DC: Association for the Care of Children's Health.

Population: White; Multicultural

Discipline: Multidisciplinary

Abstract:
The author offers guidelines and suggestions for effective use of an interpreter in the event the service provider finds him/herself unable to speak the client's language. Included are 1) how to choose an interpreter; 2) how to work with an interpreter; and 3) non-verbal communication.

Rogler, L. H., Malgady, R. G., Costantino, G., & Blumenthal, R. (1987). What do culturally sensitive mental health services mean? The case of Hispanics. *American Psychologist, 47*(6), 565-570.

Other Application: Dynamics of Difference

Population: Hispanic Americans

Discipline: Social work; Counseling

Abstract:
The authors provide a brief history of the inadequacy of traditional therapy with low income and culturally diverse clients, particularly focusing on characteristics contributing to mental health problems in the Hispanic population. Three broad approaches to cultural sensitivity are identified: 1) modifying traditional treatment; 2) selecting specific therapies to fit the culture; and 3) using cultural elements to modify traditional treatments. Specific components of cultural sensitivity are described within these three approaches. The author asserts that culturally sensitive treatment plans should be based on an assessment of the degree of client biculturality or acculturation.

Rueda, R. (1984). Cognitive development and learning in mildly handicapped bilingual children. In P.C. Chinn (Ed.), *Education of Culturally and Linguistically Different Exceptional Children* (pp. 63-76). Reston, VA: ERIC Clearinghouse on Handicapped and Gifted Children.

Population: Bilingual children and families

Discipline: Education; Social work

Abstract:
The author describes two approaches to promoting cognitive development of children with mild developmental delays. This review of current research supports the view that bilingual children have higher levels of cognitive functioning because of their exposure to two languages. To improve services to bilingual clients, it may be desirable to examine current research regarding treatment practices. By viewing bilingualism as an asset, services may be more responsive to the needs of bilingual clients. Additionally, providing an interactive process may facilitate treatment.

Skillings, J. H., & Dobbins, J. E. (1991). Racism as a disease: Etiology and treatment indications. *Journal of Counseling and Development 70*, 206-212.

Other Application: Valuing Diversity

Population: Multicultural; White (dominant culture).

Discipline: Multidisciplinary

Abstract:
The authors discuss racism from a disease perspective and offer implications for treatment of professionals with racial/cultural biases. Treatment is designed for Caucasians; with adaptation it can be applied to other groups.

VanDenBerg, J., & Minton, B. A. (1987). Alaska Native youth: A new approach to serving emotionally disturbed children and youth. ***Children Today, 16*****(5), 15-18**

Population: Alaskan native youth

Discipline: Mental health program planners and administrators

Abstract:
Traditional program designs have a high rate of failure when target populations live in isolated cultural communities. Services provided by culturally and linguistically different counselors have not met the needs of Alaskan natives in a village setting. This article describes an Alaska State Department of Mental Health program serving Alaskan natives. Two projects are presented within the program: Ikaiyurluki Mikelnguut and the Noorvik and Kiana Project. Ikaiyurluki Mikelnguut involves collaboration between villages and a Bethel-based mental health program. The Noorvik and Kiana Project involves village meetings to identify concepts of mental health and methods for changing the delivery system. A local director and staff are chosen by elders after potential leaders express interest. Local staff are trained in research, survey, instrument design, and interviewing techniques by doctoral-level staff. Information is collected in Inupiaq and English to develop a plan for mental health services.

Zane, N., Sue, D., Castro, F. G., & George, W. (1982). Service system models for ethnic minorities. In D. E. Biegel & A. J. Naparstek (Eds.), ***Community Support Systems and Mental Health: Practice, Policy, and Research*****, (pp. 229-257). New York: Springer Publishing Co.**

Population: Multicultural

Discipline: Social service providers, Mental health

Abstract:
The authors present six core principles that may be useful in developing effective services to ethnic minority clients: 1) matching services to needs and to help-seeking patterns of the client population, emphasizing the impact of social problems on adaptive psychological functioning; 2) facilitating the coordination of mental health services with other health and social services; 3) focusing on primary prevention efforts to incorporate natural support systems; 4) offering comprehensive services at individual, family, organizational, and social system levels; 5) providing community control through an advisory board, agency administration and service accountability; and 6) developing and using knowledge to promote the adoption and implementation of innovative service system models. These principles are discussed in terms of service delivery and system issues; several strategies for change are

described for each principle. Barriers to effective program implementation are discussed. The authors argue that political and economic action is necessary to promote development of programs responsive to the needs of culturally diverse people.

INCORPORATION OF CULTURAL KNOWLEDGE

Lefley, H. P., & Bestman, E. W. (1984). Community mental health and minorities: A multi-ethnic approach. In D. Sue & T. Moore (Eds.), *The Pluralistic society: A community mental health perspective* (pp. 116-148). New York: Human Services Press, Inc.

Other Application: Adaptation to Diversity; Dynamics of Difference

Population: Multicultural

Discipline: Social service; Mental health

Abstract:
Although the Community Mental Health Centers Act of 1963 was intended to provide easily accessible, low-cost quality mental health care, it soon became clear that services were underutilized by racial and cultural minorities. This underutilization was due to therapeutic efforts more suited to the values of white middle class professionals than to those of racial or cultural minority clients. The authors' review of the literature indicates that basic concepts of psychopathology, behavior deviance, and appropriate remedies differ from culture to culture. Problems arising for minorities in dealing with "Anglo" healers include: 1) linguistic barriers in evaluation and misinterpretation of symptoms; 2) diagnostic errors in observing behavior; 3) failure to understand cultural response patterns in screening instruments and basic psychodynamics; 5) culturally deviant advice; and 6) failure to differentiate between adaptive and maladaptive behavior. The authors question the validity of psychoanalytic training as it relates to "non-Anglo" cultures because clinicians avoid dealing with conflicts between client cultural values and professional therapeutic values.

Lefley, H. P., & Pedersen, P. B. (1986). *Cross-cultural training for mental health professionals*. Springfield: Charles C. Thomas.

Other Application: Adaptation To Diversity; Dynamics of Difference; Valuing Diversity, Incorporation of Cultural Knowledge

Population: Multicultural

Discipline: Psychology; Counseling; Mental Health

Abstract:
The authors discuss cultural perceptions of mental disorder, attitudes toward the orthodox

mental health system, and availability of alternative healing modalities as factors in service utilization and subsequent effects on epidemiological pattern. The authors also discuss the different cultural strengths and adaptive strategies that may be enlisted in treatment. The rationale for cross-cultural training is discussed. The Developing Interculturally Skilled Counselors (DISC) project is described. This three-stage training model for mental health professionals focuses on awareness, knowledge, and skill. The author includes a description of the model, its developmental history, rationale, curriculum and the outcomes of the projects. In addition to the training model, a comprehensive evaluation for the transfer of training to practice is included.

Parker, W. M. (1988). Acquiring cultural knowledge. In W. M. Parker, *Consciousness raising: A primer for multicultural counseling* (pp. 79-93). Springfield: Charles C. Thomas.

Other Application: Valuing Diversity, Cultural Self-Assessment

Population: Multicultural

Discipline: Multidisciplinary

Abstract:
The author describes the Ethnic Minorities Cultural Awareness Test (EMCAT) as a 60 item questionnaire designed to test awareness of issues important to Asian American, African American, Hispanic, and Native American populations. Six primary areas of focus include: 1) racial pride and identity; 2) socioeconomics; 3) communication; 4) cultural values; 5) sexual, marital, and family issues; and 6) contemporary issues and concerns.

Parker, W. M. (1988). On becoming a culturally flexible counselor. In W. M. Parker, *Consciousness raising: A primer for multicultural counseling* (pp. 113-124). Springfield, IL: Charles C. Thomas.

Other Application: Cultural Self-Assessment; Dynamics of Difference; Valuing Diversity

Population: Multicultural action planning

Discipline: Mental health

Abstract:
The author discusses the need for counselors to practice flexibility in delivering services to consumers. While culturally flexible counselors are needed to provide services to clients in our changing multicultural world, many barriers exist that hinder the actualization of counselor flexibility. The author suggests three areas of importance in attaining greater counselor flexibility: 1) identify and discuss barriers to flexibility, 2) identify and discuss qualities or characteristics of culturally flexible counselors, and 3) outline and discuss procedures for developing culturally flexible counselors. Implications for newer and more experienced workers in breaking down barriers to ethnic communities is discussed.

Ponterotto, J. G. (1991). The Nature of prejudice revisited: Implications for counseling intervention. *Journal of Counseling and Development, 70*, 216-224.

Population: Multicultural

Discipline: Counseling; Mental Health

Abstract:
This article presents a contemporary perspective on the nature of prejudice and on the counseling professional's role in prejudice prevention. The definition, origin, development, and expressions of prejudice are posited. The author also includes a description of J. E. Helms' 6-stage White Identity (1990) and Ponterotto's "fight/flight response" (1991) theories.

Randall-David, E. (1989). Learning about the community In E. Randall-David, *Strategies for working with culturally diverse communities and clients* (pp. 15 - 18). Washington, DC: Association for the Care of Children's Health.

Other Application: Dynamics of Difference

Population: Multicultural

Discipline: Multidisciplinary

Abstract:
The author points out ways to learn about the cultural values, beliefs, and practices of any particular ethnic community the service provider may be trying to reach. The components identified are: 1) conducting a community assessment; 2) developing relationships with key persons in the community; and 3) marketing your services to community groups and to your target population.

Randall-David, E. (1989). Relevant information on specific cultural groups. In E. Randall-David, *Strategies for working with culturally diverse communities and clients* (pp. 35 -67) Washington, DC: Association for the Care of Children's Health.

Population: Multicultural

Discipline: Direct service worker; Administration; Mental health; Counseling

Abstract:
The author suggests these strategies to work effectively in ethnic communities: 1) learn the socio-political history of the group to be served; 2) learn the economic stressors of the community; and 3) learn/know the culturally determined beliefs, values, attitudes, and behaviors of members. This chapter also makes suggestions for identifying culturally diverse clients and the education, counseling and treatment appropriate to their needs.

Speigel, J. P., & Papajohn, J. (1986). Training program in ethnicity and mental health. In H. P. Lefley & P. B. Pederson (Eds.), *Cross-cultural training for mental health professionals* (pp. 49-72). Springfield: Charles C. Thomas.

Other Application: Valuing Diversity, Dynamics of Difference

Population: Multicultural

Discipline: Mental Health; Social work; Psychology

Abstract:
These authors describe a training program entitled The Training Program in Ethnicity and Mental Health which was devised for an interdisciplinary team of mental health professionals. The authors discuss the theoretical and epistemological perspectives that governed the framework under which they expected to teach trainees. Aspects covered include client ethnicity, theoretical concepts, program objectives, training sites, program planning, the training format, the recruitment process, program evaluation, and follow-up.

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